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ABSTRACT

The 1981-82 System-Wide Testing Program (SWT) introduced the initial administrations of the Assessment of Baseline Curriculum Survey and the Language assessment scales. The Basic Objectives Assessment Tests, the Texas Assessment of Basic Skills, and District-adopted, norm-referenced tests were continued as implemented in previous years. The purposes of SWT are to provide information in support of the instructional program for identifying student needs, making curricular changes, monitoring student learning, and communicating student needs and successes to the community. This interpretive analysis documents and summarizes the major components of test implementation in the Dallas Independent School District. (PN)

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AN INTERPRETIVE ANALYSIS OF THE IMPLEMENTATION OF THE SYSTEM-WIDE TESTING PROGRAM, 1981-82

TI82-814-61-05

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dallas independent school district
Linus Wright, *General Superintendent*

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AN INTERPRETIVE ANALYSIS OF THE IMPLEMENTATION OF THE SYSTEM-WIDE TESTING PROGRAM, 1981-82

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Dallas, Texas
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An Interpretive Analysis of the Implementation of the System-wide Testing Program, 1981-82

Cordelia R. Alexander
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The 1981-82 System-wide Testing Program (SWT) introduced the initial administrations of the Assessment of Baseline Curriculum (ABC) Survey and the Language Assessment Scales (LAS). The Basic Objectives Assessment Tests (BOAT), the Texas Assessment of Basic Skills (TABS), and various District-adopted, norm-referenced tests were continued as implemented in recent school years. The ABC Survey, BOAT, and TABS provided criterion-referenced measures of the extent to which students had mastered certain minimum or basic skills. The norm-referenced tests provided for comprehensive and continuous measurement of growth in the fundamental skills: vocabulary, reading, the mechanics of writing, methods of study, and mathematics. Periodic, reliable measurement of the development of these skills provides an incentive to the student, a tool for the teacher, a guide for the school administrator, and an accounting to parents.

The purposes of SWT related to providing information in support of the instructional program for identifying student needs, making curricular changes, monitoring student learning, and communicating student needs and successes to the community. This interpretive analysis is intended to document and summarize the major components of test

implementation in the Dallas Independent School District (DISD). This information will serve as a guide for organizing and implementing testing programs in the future.

Implementation and Documentation of Testing Components

Research Procedures. Documentation and evaluation of special services and the usual testing procedures were maintained throughout the school year. Evaluation surveys were completed by the audiences served at the time of providing services. The kinds of services administered, the number of persons served, and the effectiveness of SWT services were tabulated with recommendations for improvement. Results of test observations were tabulated according to grade level and school. Interface with the Data Processing Department was continuous throughout the school year in order to facilitate test processing. The efficiency of SWT was measured by the number and percentage of students tested as specified by school, grade level, and total District.

Results/Activities

Language Assessment Scales (LAS)

Description of the test. The LAS is an individually administered oral language test which was administered at two different times during the 1981-82 school year: August 31 through September 18, 1981 and April 19 through May 14, 1982. Test administration required 20 to 30 minutes. LAS 1 was administered to students in grades K-5, and LAS 2 was

administered to students in grades 6-12. The LAS is available in both English and Spanish. In the fall 1981, both versions of LAS were used. In the spring of 1982, only the English LAS was administered.

Purpose of testing. In the fall, the English version of LAS was administered to all newly enrolled (new to DISD) students who indicated some language other than English. Results of this testing were used to identify students who were limited-in-English-proficiency (LEP) and to thereby assign these students to appropriate instructional programs. In the spring of 1982, the main purpose for administering the LAS to all LEP students was to monitor student progress toward achieving proficiency in English.

Procedures. Planning for the implementation of the LAS in the fall 1981 commenced in July, 1981. A training session for 60 subdistrict personnel (bilingual instructional specialists, resource teachers, etc.) was held on August 13, 1981. The subdistrict personnel were responsible for training local school personnel to administer and score the LAS. Temporary examiners were trained on August 28, 1981 and were scheduled to assist middle and high schools with LAS testing.

Preparations for the more inclusive spring LAS testing were initiated in December, 1981 with meetings at the subdistrict level involving area administrators, representatives from the Bilingual Department, and System-wide Testing staff. As a result of input from the five subdistrict meetings, a planning form was designed by SWT to help subdistricts to organize an efficient system for implementing the individual testing of approximately 11,000 students. The planning form

provided an organizational framework for each subdistrict. The planning forms were completed and summarized by February 18, 1982 for all subdistricts.

On February 25, 1982, a training session for the spring administration was held for subdistrict personnel in order to familiarize the representatives with the new Form B. Temporary examiners were trained on April 16, 1982 and scheduled to give special assistance as requested by each subdistrict. LAS test materials were disseminated by System-wide Testing, Service Center. For security considerations, all LAS cassette tapes and manuals were numbered consecutively and assigned to the various school buildings. The school test coordinator received and returned the LAS materials in the same manner as all other test materials.

Implementation Results. In the fall, approximately 5,000 students were tested. Of the 11,864 identified as LEP in the spring, 11,390 (approximately 96%) were tested. Table 1 displays the total number of students tested during the spring. Permanent record labels and class listings of scores were returned to the schools in June, 1982. Updated results were sent in August, 1982.

Texas Assessment of Basic Skills (TABS)

As established by the Texas Education Agency (TEA), TABS was administered to eligible students in grades 3, 5, 9, 10, and 11 during the period of February 15 through 26. Guidelines for testing special student populations and general administrative procedures were implemented according to TEA specifications. With the exception of

TABLE 1

LAS Spring 1982
Total District Students Tested by Grade

Grade	Number Tested
Kindergarten	1659
Grade 1	2034
Grade 2	1474
Grade 3	1410
Grade 4	979
Grade 5	916
Grade 6	737
Grade 7	694
Grade 8	557
Grade 9	482
Grade 10	303
Grade 11	133
Grade 12	12*
Total	11390

*Not scheduled for testing

certain special education students, all students at grades 3, 5, and 9 participated (see Appendix A). Results of TABS were processed by Westinghouse Information Systems of Iowa City, Iowa, the agency contracted by TEA; all school and total District test reports were returned to SWT on April 30, 1982. Individual schools received TABS results during the week of May 3 through 10. Details on the characteristics and results of TABS have been presented by Meier (1982).

Basic Objectives Assessment Test (BOAT)

One of four forms of the BOAT (A, B, D, and E), Level 8-12, were administered to all eligible students in grades 8 through 12. Eighth grade students received their first opportunity to take the BOAT, while students in grades 9 through 12 who had not received a passing score were retested.

Three BOAT administration periods were conducted. Students who completed a functional literacy course at the end of the first semester took the BOAT during the period of December 14 through 18, 1981; twelfth grade students were tested during the norm-referenced testing period, April 5-8, 1982. Other students in grades 8 through 11 and some students completing the second semester functional literacy course were tested during the period of May 3-7, 1982. Each BOAT testing period, except the December period, was approved in June 1981 and documented in the 1981-82 System-wide Testing Schedule. Results of all BOAT testing were returned to the schools within a few weeks after testing. Updated results were released to schools in August, the beginning of the 1982-83 school year. Table 2 indicates the number and percent of total District students tested in relationship to projections.

TABLE 2

BOAT 1982
Total District Students Tested by Grade

Grade	Projected Testing Enrollment[a]	Number Tested[b]	Percent Tested
8	9497	8523	90
9	6059	4355	72
10	3821	2631	69
11	2170	1424	66
12	1646	979	60
Total	23193	17912	77

[a]These enrollment data include Special Education and Limited English Proficient students who may have been qualified for exemption under the current testing policy.

[b]Number of students responding to any portion of the test or to the total test.

Spring Group Testing

The spring testing period which extended from March 30 to April 23, 1982 included the various norm-referenced tests, the Comprehensive Tests of Basic Skills-Español (CTBS-Español), and the criterion-referenced Assessment of Baseline Curriculum (ABC) Survey tests. The SWT regulation approved by the Board on June 25, 1981 identifying the population to be tested was continued and implemented according to the guidelines included in Appendix B.

Tables 3, 4, and 5 indicate, according to grade and total District, the number and percent of students participating in the spring group testing. It is interesting to note that the average percentage tested progressively diminishes toward the high school level. At grades K-6, 95% of the projected enrollment were tested; at middle school level 93% were tested and at high school level, 83% were tested.

Class listings of test scores and permanent record labels from the Metropolitan Readiness Tests (MRT), Iowa Tests of Basic Skills (ITBS), Tests of Achievement and Proficiency (TAP), CTBS-Español, and the Assessment of Baseline Curriculum (ABC) Survey were returned to schools in May, 1982. Beginning in August, 1982, updated test reports (class listings, skills analyses, and individual student/parent reports) were made available to schools.

Norm-referenced tests. The norm-referenced tests (MRT, ITBS, and TAP) were administered as projected during the period of March 30 through April 23, 1982. Students in kindergarten, grade 1, and grades 9 through 11 were tested according to grade level classification. Continuing the methodology established during the past six years, however, students in

grades 2 through 8 were individually assigned test levels according to previous test performance and other variables (see Table 3). Table 4 lists the total District students tested at the K-6 level and Table 5 reports those tested at the middle and high school level.

CTBS-Español. The CTBS-Español was administered in order to assess students who participated in a Spanish language-based instructional program. Approximately 2800 DISD students were administered the CTBS-Español in grades 1 through 6. Test report formats indicated individual student skill attainment rather than normative data. Table 4 lists the number of students administered the CTBS-Español, in addition to the other spring group-administered tests.

ABC Survey. The ABC survey tests are criterion-referenced tests based on the DISD baseline curriculum and are used to provide standardized measurement of students' performance on promotion/retention objectives. The survey tests were initially implemented in grades 1 through 3 in spring, 1982. They were administered over a two-day period within the norm-referenced testing period. Students in grades 1-3 were given the survey test according to their respective grade assignments. Table 4 also lists the number of students tested with the ABC in grades 1, 2, and 3.

Preparation for Testing

There were several aspects involved in the preparation for the 1981-82 testing program. Foremost, was the selection of test coordinators by each school principal. In some cases, more than one test coordinator was selected in order to expedite the testing program at

TABLE 3

Number and Percent of Students Tested (grades 2-8)
by ITBS Test-Level (levels 7-14),
Spring 1982

Grade		ITBS Test Level[a]							
		7	8	9	10	11	12	13	14
2	Number	701	8282						
	Percent	8	92						
3	Number		922	8251					
	Percent		10	90					
4	Number			2102	6003	1120			
	Percent			23	65	12			
5	Number			788	2181	5763	974	91	
	Percent			8	22	59	10	1	
6	Number				1084	2229	4971	847	62
	Percent				12	24	54	9	1
7	Number					1542	2374	4222	664
	Percent					17	26	47	7
8	Number						946	2806	4452
	Percent						12	34	54

[a]Underlined numbers indicate students tested on-level.

TABLE 4

Total District Students Tested at Grades K-6
MRT, ABC, ITBS, CTBS Español
Spring 1982

Grade and Test(s)	Projected Testing Enrollment[a]	Number Tested	Percent Tested[b]	Valid Test Level(s) Assigned
Kindergarten				
MRT	9094	8006	88	2
Grade 1				
-ITBS	11558	10037	87	7
-CTBS Español		1119	10	B
-ABC		10043	87	1
Grade 2				
-ITBS	10311	9201	89	7,8
-CTBS Español		799	8	C
-ABC		9200	89	2
Grade 3				
-ITBS	10275	9303	90	8,9
-CTBS Español		499	5	1
-ABC		9316	91	3
Grade 4				
-ITBS	9921	9364	94	9,10,11
-CTBS Español		167	2	1
Grade 5				
-ITBS	10539	9962	94	9,10,11,12,13
-CTBS Español		146	1	
Grade 6				
-ITBS	9918	9369	94	10,11,12,13,14
-CTBS Español		128	1	2
Grand Totals	71616	68109[c]	95	

[a]Number of students responding to any portion of the test or to the total test; students that may have qualified for exemption under Special Education or Limited English Proficient testing policies are included.

[b]See specifics on exempted students in previous statements of this report to examine reasons for percentages of students that were not tested.

[c]At grades 1-3, the average number tested was included for the ABC and ITBS; approximately 28,550 students took both tests. The total tested with the CTBS Español was 2858.

Table 5

Total District Students Tested at Middle and High Schools

ITBS AND TAP
Spring 1982

Grade and Test(s)	Projected Testing Enrollment[a]	Number Tested	Percent Tested[b]	Valid Test Level(s) Assigned
Grade 7 -ITBS	10225	9577	94	11,12,13,14
Grade 8 -ITBS	9541	8778	92	12,13,14
Middle School Totals	19766	18355	93	
Grade 9 -TAP	10489	8627	82	15
Grade 10 -TAP	9404	7926	84	16
Grade 11 -TAP	7727	6479	84	17
High School Totals	27620	23032	83	

[a]Number of students responding to any portion of the test or to the total test; students that may have qualified for exemption under Special Education or Limited English Proficient testing policies are included.

[b]See specifics on exempted students in previous statements of this report to examine reasons for percentages of students that were not tested.

larger schools. The test coordinator(s) served as an essential link between System-wide Testing and the school by actually organizing and implementing the testing program at the local school site.

Training sessions for test coordinators were held before major testings began (see Table 6). These sessions dealt with (a) test administration procedures, (b) test policy, (c) level assignments (ITBS, CTBS-Español), (d) test security, and (e) receipt and return of test materials. All test coordinators who did not attend the regularly scheduled meetings were given the opportunity to attend a make-up session or were contacted individually by the SWT staff.

Special preparation was necessary for the state-mandated Texas Assessment of Basic Skills (TABS) administration. This year's testing marked the first attempt to pregrid individual student demographic information for TABS answer documents. Training relative to these procedures was obtained during a meeting of the Texas Education Agency/Joint Urban Evaluation Council in El Paso, Texas on December 14-15, 1981. In addition, on January 7, 1982, the District Coordinator of the TABS (i.e., the Executive Evaluator of SWT), attended the annual, regional workshop which was sponsored by the Texas Education Agency and Region 10 Service Center. This workshop dealt with 1982 TABS procedures: test security, form gridding, exemptions and absences, distribution of materials, and the responsibilities of the local district and its schools.

Special Services

System-wide Testing provided various special services in 1981-82 that can be categorized into four broad areas: staff development sessions, a

TABLE 6

Summary Information of Test Coordinator's Training Sessions

Type of Training	Dates and Times of Sessions	Meeting Place	Topics	Number in Attendance	Number of Schools Represented	Number of Schools Absent
High School (all subdistricts)	January 27, 1982 1:30-3:30 pm	Dunbar Teacher Center	TABS Implementation	36	33	2
	March 16, 1982 1:30-3:30 pm	Dunbar Teacher Center	BOAT, TAP, LAS Implementation	39	34	1
Middle School (all subdistricts	February 16, 1982 1:30-3:30 pm	Dunbar Teacher Center	ITBS, BOAT, LAS Implementation	23	22	2
Elementary	January 29, 1982 1:45-3:30 pm (all subdistricts)					
Northwest		William Cabell	TABS Implementation	51	34	1
Northeast		Victor Hexter		42	27	1
Southwest		Pinkston Annex		45	28	0
Southeast		P.C. Anderson		23	21	2
East Oak Cliff		Nolan Estes Plaza		34	21	0
	March 12, 1982 1:45-3:30 pm (all subdistricts)					
Northwest		William Cabell	MRT, ABC, ITBS, LAS Implementation	49	33	2
Northeast		Victor Hexter		32	26	2
Southwest		Pinkston Annex		45	28	0
Southeast		P.C. Anderson		22	21	1
East Oak Cliff		Nolan Estes Plaza		34	21	0

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special test administration, individual conferences or contacts, a newsletter publication, and computer-generated reports. Table 7 indicates a summary of the staff development sessions. Most of the sessions were again provided to school faculties. However, testing information was also provided to parents, facilitators, preservice teachers, and community members.

On October 17, 1981, seven staff members administered the Educational Administration and Supervision Area Test of the National Teacher Examinations. Approximately 200 candidates for the District's Leadership Training Program participated in the three-hour Saturday session. Throughout the school year, SWT staff were available for questions and concerns of individual schools. Many hours were spent in individual conferences with test coordinators, principals, counselors, deans of instruction, and instructional specialists. Various topics of discussion included: test reports, parent topics, test score interpretation, and staff development planning. Additional time was spent on the telephone responding to immediate testing issues. One issue of the SWT newsletter, "Checkpoint" was published and distributed during October, 1981. The total number of printed copies of "Checkpoint" was 700 and these served an audience of test coordinators, counselors, teachers, school administrators, PTA members, and the School Board. Table 8 lists the computer-generated services provided in 1981-82. These special services and reports were available upon request.

Test Reporting

Table 9 and Appendix C present the reporting systems that were

designed or continued in 1981-82. Some specific functions or changes in test processing were:

a. test editing procedures that further reduced errors in coding answer sheets and group testing headers

b. information for pregridding TABS answer documents and lists of students eligible for TABS retestings.

c. reports which reflected improved readability and provided new information

d. the creation of a system to computer-generate test distribution lists for SWT, Service Center

e. development of on-line and supporting interactive software for generation of SWT reports

f. development of scannable answer documents and accompanying software for the first processing of the LAS and ABC

Quality Control and Test Distribution

A two-fold quality control emphasis at various stages of test implementation included (a) maintaining materials and insuring accuracy of data to be machine-scored and (b) monitoring the test procedures. All non-consumable, norm-referenced, and BOAT test booklets were assigned to schools according to the permanent numbers marked on each test book. Upon return to SWT, Service Center, the booklets were verified and those missing were noted. Answer sheets were again preprinted with student identification information; this procedure has greatly improved the efficiency of test processing. Over 400 norm-referenced and some ABC test sessions were monitored by 60 instructional specialists who had participated in a training workshop conducted by SWT. These observations occurred in 13 high schools, 15 middle schools and 116 elementary level schools; thus some extent of the proceedings of all spring testing, except the BOAT, were observed. The District-wide results of monitoring generally reflected favorable conditions for testing.

TABLE 7

System-wide Testing
Staff Development Sessions
1980-81

Kind of Presentation	Major Audience Served	Number of Sessions	Total Number in Audience
School Faculty	Classroom Teachers	70	983
PTA and PAC*	Parents	7	199
Title I	Title I Parents	2	65
District	Job-Alikes New Teachers Diagnosticians Subdistrict Administrators Subdistrict Facilitators	24	460
Community Advisory	Community Members, School Volunteers	1	50
	Total	104	1757

*Parent-Teacher's Association, Parent Advisory Council.

TABLE 8

Summary of Computer-Generated Special Services
1981-82

Service or Report	Provided to
1. List of BOAT Untested Students	District-wide Grades 9-12
2. List of TABS 10th Grade Non-Mastery	District-wide Grade 10
3. Scan, Score, Norm ITBS Sample	Applied Research/Curriculum Development
4. BOAT Address Labels and Lists for Pass, Fail, and Untested	Data Services (District wide)
5. Reformat BOAT Items on Final Tape	Test Development, R and E
6. List of Eligible Students	State Compensatory Program
7. Test Processing MRT, ITBS, LAS	Diocese
8. BOAT passers for Diplomas	District-wide Grade 12

TABLE 9

Index of Reporting Systems
System-wide Testing, 1981-82

Reporting System	Status for 1981-82
MRT, ITBS, TAP	
Class List	Continued
Labels	Continued
Skills Analysis	Continued
Individual Student Report	Continued
BOAT	
Class List	Continued
Labels	Continued
Individual Report	Continued
ABC	
Class List	New Reporting Format
Labels	New Reporting Format
LAS	
Class List	New Reporting Format
Labels	New Reporting Format
ITBS/CTBS Español	
Levels Assignment Roster	Continued
TABS Retest List	Continued
TABS Testing Roster	Continued
BOAT Testing Roster	Continued
BOAT Students Address Labels	Continued

On a District-wide basis, the Service Center office of System-wide Testing disseminated the CTBS-Español, TABS, MRT, ITBS (Primary battery and Levels edition), TAP, LAS, and BOAT. Practice tests in support of the various tests were also sent as requested to District schools. The dissemination of the tests included (1) test booklets/materials (manuals, answer sheets, group testing headers, practice manuals, LAS cassette tapes, and practice answer sheets) and (2) test reports (class lists, labels, skills analysis, and student reports).

Producing Test Level Assignments

Purposes and Procedures. Out-of-level testing refers to the use of a test designed for examinees above or below a student's actual grade placement. A student's test level is assigned so that the content and difficulty level of the test are suited to the student's academic functional level. Procedures for this assignment have been developed refined, and simplified over the past two years. This year the investigation focused upon the actual production of test level assignments for all DISD students in grades 2 through 8 and the documentation of the efficiency of the use of this assignment procedure in testing DISD students.

In selecting a test level for students in grades 2 through 8, mathematics and reading subtest scores were used to find a mean percentage score. This score was then classified according to its reliability. In addition to this score classification, previous test level taken, the offset of that level from the grade-level test, and academic growth were factors considered in the assignment of test levels.

All students in grades 2 through 8 were assigned a recommended test level. These recommendations were then summarized for each school, and building test coordinators were asked to have the assignments reviewed and altered appropriately by school staff. These assignments, with the indicated changes, provided the basis for the formal assignment of test levels for students in grades 2 through 8, as well as constituting the basis for pre-printing appropriate test level ITBS answer sheets with student identification information.

Results. As noted above, scores were classified according to their reliability. In general, reliable scores were defined as mean percentage scores in which 30-80% of the items were answered correctly. Approximately 90% of the DISD's kindergarten students were found to have reliable scores, that is, over 35% correct. For all first grade students, 96% had scores in the reliable range. Of all second grade students, only 2% had chance scores. In grade 3, approximately 7% of the student's scores were classified in the chance category. Chance level is a function of the average number of choices in a subtest. Grade 4 students were found to have 89% reliable scores. For grade 5, over 90% of the students were found to have reliable scores. Approximately 90% of grade 6 students had reliable scores. Of the students in grades 7 and 8, scores in the reliable range were 85% and 80%, respectively. High school students scored in the reliable ranges as follows: 70% for grade 9, 71% for grade 10, and 78% for grade 11.

Due to the changes in the score classification scheme, these results should not be directly compared to last year's data. However, as can be

seen from this year's data, the majority of DISD students are being tested at their academic functional level, as shown by the percentages of reliable scores.

Another indication of this increase in efficiency of testing through the use of test-level assignments is found in the District-wide achievement results. Table 10 indicates a summary by grade level of the percentage of scores that fell above the chance (guessing) level from 1980 to 1982. These data show the increases in accuracy of testing from 1980-1982.

Summary and 1982-83 Testing Schedule

The TABS, BOAT, LAS and norm-referenced tests were implemented as projected; all procedures were conducted with minimum difficulties. The BOAT administration included 77% of the students in grades 8 through 12 who had not previously achieved mastery. Approximately 95% of all students enrolled in kindergarten and grades 1 through 6 participated in 1982 spring testing. The percentages tested at the middle and high school levels were 93% and 83%, respectively.

1982-83 Testing Schedule

In its meeting of June 24, 1982, the Board of Education approved a proposal to streamline the testing system in the DISD. Therefore, the 1982-83 testing schedule represents the initial step in implementing the proposal as approved. The schedule indicates some elimination and consolidation of existing tests. Testing time has been considerably reduced through the mandatory administration of certain subtests of the

TABLE 10

ITBS, TAP Reading and
Mathematics Scores
Greater than Chance Level
1980, 1981 and 1982[a]

Grade[b]	Reading			Mathematics		
	1980	1981	1982	1980	1981	1982
1	81	88	88	98	99	99
2	90	95	97	99	100	100
3	91	94	96	98	99	99
4	90	93	94	97	98	99
5	91	94	95	97	99	99
6	90	93	95	96	98	99
7	87	89	91	93	94	96
8	88	88	89	92	91	93
9	92	93	94	90	92	92
10	92	93	94	90	92	94
11	95	96	97	92	93	95

[a]These data were obtained from the Special Report on Pupil Achievement 1980-81 for Total District and technical documentation compiled in 1982.

[b]Grades 1 through 8 responded to the ITBS and grades 9 through 11 responded to the TAP.

Iowa Tests of Basic Skills (ITBS) and the elimination of the Basic Objectives Assessment Tests (BOAT). Yet, the specified tests will provide for serving five educational functions: (a) accountability, (b) placement/diagnosis, (c) parent conference information, (d) interim assessment/post instruction, and (e) summative program evaluation. According to school and grade levels, Tables 11 through 14 indicate the 1982-83 schedule of required tests.

Assessment of Baseline Curriculum (ABC) Classroom Tests (Grades 1-6). The ABC Classroom Tests, which will be used on an optional basis, will consolidate and replace a number of measures previously used for (a) placement/diagnosis and (b) interim assessment/post instruction. At grades 4-6, computerized scoring and reporting service is available when using the ABC Classroom Tests. To use this service, teachers may administer all or parts of these tests. The results (grades 4-6) will be returned to the schools in a variety of computer-generated report formats. These reports will include Student Progress Reports with notation of mastery by each objective for use in parent conferences.

ABC Survey Tests (Grades 1-6). As specified in the District's five-year instructional improvement process, the ABC Survey Tests will continue a spring administration in grades 1-3 and they will be extended to grades 4-6. Specifically, at grade 1, all students will take this test. At grades 2 through 6, students who have scored above the 40th percentile on national norms in an on-grade-level administration of the ITBS would be exempted from the ABC Survey Tests. These tests serve as one indicator of mastery of promotion/retention objectives, a subset of the Baseline Curriculum.

ITBS Early Primary Battery (Kindergarten). The Metropolitan Readiness Tests (MRT), previously administered to kindergarten students,

Table 11

K-3 Schools
System-wide Testing Schedule 1982-83
TABS, LAS, ITBS, ABC Survey, CTBS Español

Test(s)	Grade(s)	Testing Period	Total Testing Time	Schedule
Language Assessment Scale 1 (LAS 1), Form B -language proficiency in English	K-3 Potential LEP[a]	Aug. 30-Sept. 17	35 minutes (untimed)	individually administered
Texas Assessment of Basic Skills (TABS) -reading, writing, mathematics	3	Feb. 14-25	2 hours 35 minutes (untimed)	3 days
Iowa Tests of Basic Skills (ITBS) Early Primary Battery, Form 7	K	Apr. 11-29	2 hours 5 minutes (untimed)	5 days
Assessment of Baseline Curriculum (ABC) Survey/Iowa Tests of Basic Skills (ITBS) Primary Battery, Form 7	1-2	Apr. 11-29	3 hours 29 minutes (untimed)	5 days
ABC Survey/ITBS Levels Edition, Form 8	3	Apr. 11-29	4 hours 59 minutes (untimed - ABC) (timed - ITBS)	5 days
Comprehensive Tests of Basic Skills - Español (CTBS-Español) Levels B, C, 1[b]	LEP 1,2,3	Apr. 11-29	2 hours 30 minutes (timed and untimed subtests)	2-3 days
LAS 1, Form B in English	LEP[c]	May 2-20	35 minutes (untimed)	individually administered

[a]As identified through the District's primary-home-language-other-than-English (PHLOTE) survey, all students new to the District will be tested. Students will be initially tested with the English version of LAS 1; some students will require further testing with the Spanish version of LAS 1.

[b]Recommended for students who are in a Spanish instructional program - see testing policy.

[c]Students who are identified as limited-in-English-proficiency (LEP) will take the LAS in the spring.

Table 12

4-6 Schools

System-wide Testing Schedule 1982-83

TABS, LAS, CTBS Español, ABC Survey

Test(s)	Grade(s)	Testing Period	Total Testing Time	Schedule
Language Assessment Scale 1, 2 (LAS 1, LAS 2), Form B -language proficiency in English	4-5 (LAS 1) 6 (LAS 2) Potential LEP[a]	Aug. 30 - Sept. 17	35 minutes (untimed)	individually administered
Texas Assessment of Basic Skills (TABS) -reading, writing, mathematics	5	Feb. 14-25	2 hours 35 minutes (untimed)	3 days
Comprehensive Tests of Basic Skills (CTBS) Español, Levels 1, 2[b]	4-6	Apr. 11-29	2 hours 30 minutes (timed)	3 days
Assessment of Baseline Curriculum (ABC) Survey/ Iowa Tests of Basic Skills (ITBS) Levels Edition, Form 8	4-6	Apr. 11-29	4 hours 59 minutes (untimed-ABC) (timed-ITBS)	5 days
LAS 1 and LAS 2 in English, Form B	LEP[c]	May 2-20	35 minutes (untimed)	individually administered

[a]As identified through the District's primary-home-language-other-than-English (PHLOTE) survey, all students new to the District will be tested. Students will be initially tested with the English version of LAS; some students will require further testing with the Spanish version of LAS.

[b]Recommended for students who are in a Spanish instructional program - see testing policy.

[c]Students who are identified as limited-in-English-proficiency (LEP) will take the LAS in the spring.

Table 13

Middle Schools

System-wide Testing Schedule 1982-83

ITBS, LAS

Test(s)	Grade(s)	Testing Period	Total Testing Time	Schedule
Language Assessment Scale 2 (LAS 2), Form B -language proficiency measure in English	7-8 Potential LEP[a]	Aug. 30 - Sept. 17	35 minutes (untimed)	individually administered
Iowa Tests of Basic Skills (ITBS) Levels Edition, Form 8	7-8	Apr. 11-21	2 hours 59 minutes (timed)	3 days
LAS 2, Form B in English	LEP[b]	Apr. 25 - May 13	35 minutes (untimed)	individually administered

[a]As identified through the District's primary-home-language-other-than-English (PHLOTE) survey, all students new to the District will be tested.

[b]Students who are identified as limited-in-English-proficiency (LEP) will take the LAS in the spring.

Table 14

High Schools
System-wide Testing Schedule 1982-83
TABS, TAP, LAS

Test(s)	Grade(s)	Testing Period	Total Testing Time	Schedule
Language Assessment Scale 2 (LAS 2), Form B -language proficiency in English	9-12 Potential LEP[a]	Aug. 30 - Sept. 17	35 minutes (untimed)	individually administered
Texas Assessment of Basic Skills (TABS) -reading, writing, mathematics	9-12[b]	Feb. 14-25	2 hours 10 minutes (untimed)	3 days
Tests of Achievement and Proficiency (TAP) Form T	9-11	Apr. 11-21	4 hours (40-minute subtests)	2 days
LAS 2, Form B in English	LEP[c]	Apr. 25 - May 13	35 minutes (untimed)	individually administered

[a]As identified through the District's primary-home-language-other-than-English (PHLOTE) survey, all students new to the District will be tested.

[b]All eligible students in grade 9 will take TABS; 10th 11th, and 12th grade students who did not previously meet mastery will have opportunity to be retested.

[c]Students who are identified as limited-in-English-proficiency (LEP) will take the LAS in the spring.

will be replaced by level 5 of the ITBS Early Primary Battery. Upon teacher's request, level 6 of the ITBS will be available for those kindergarten students who can respond to a reading test. It is expected that this change will improve the accuracy of machine-scoring and establish some continuity in the reporting and implementation of the norm-referenced testing system which occurs during the spring of the year and begins in kindergarten and extends through grade 11.

Language Assessment Scales (LAS), Comprehensive Tests of Basic Skills (CTBS) Español. The spring administration of the LAS will be continued to assess oral language proficiency in order to meet the purposes of instructional placement and evaluation. The CTBS Español will provide summative evaluation information for students who are identified as limited-in-English-proficiency (LEP) and enrolled in a Spanish instructional program.

Texas Assessment of Basic Skills (TABS), Tests of Achievement and Proficiency (TAP). In its fourth year, the TABS will be administered during February, 1983 to all eligible students in grades 3, 5, and 9; some students in grades 10, 11, and 12 will participate in this testing. As in previous years, the entire TAP test will be administered during the spring to students in grades 9 through 11.

Instructional Tests at Middle and High Schools. The following criterion-referenced tests are still available on an optional basis: Diagnostic Mathematics Tests, Survey Tests of Applied Reading Skills (STARS) grades 7-8, social studies tests, and science/health tests. On an optional basis, the Pre-TABS may be administered to students in grade 9 during the fall of the school year. When such services are requested, the Pre-TABS will be machine-scored and reported accordingly.

Recommendations For Supporting Instruction With Accurate Data

The following recommendations reflect the effort to ensure that data are valid and reliable. Accurate data will positively affect instruction through (a) determining what is known about a subject and (b) evaluating what has been learned.

1. In order to further streamline the DISD testing system, school personnel should participate in training which encourages proper use and interpretation of test results. Upon request, the System-wide Testing staff will provide such training.
2. To insure proper test implementation and effective uses of data, the link between System-wide Testing and the school test coordinator must be strengthened through the allocation of specific time and compensation for handling the responsibilities of a school test coordinator.
3. More reliable data will result from small test groupings (12-15 students) at kindergarten and grades 1 and 2. Testing procedures which use the public address system for administering tests provide less than adequate rapport between the examiner and the students. As requested by some schools, Systsem-wide Testing should continue the monitoring process to document the extent that proper testing procedures are being implemented.
4. With special emphasis at the lower grades (K-3), those available practice tests must be fully used. Students in grade 3 must be provided experience in the use of the separate answer sheet over a reasonable period prior to spring testing.

1981-82 System-wide Testing Reports

Alexander, C. R. System-wide Testing Schedule, 1982-83 (ST82-500-91-05), August 1982.

Miller, J. M. The Production of Test-Level Assignments (ST82-505-81-05), August 1982.

Mullen, M. An Investigation of Policies and Procedures in Testing Special Education Students (ST82-514-11-08), August 1982.

Additional Reference

Alexander, C. R. System-wide Testing Schedule, 1981-82 (ST81-500-91-05), July 1981.

Meier, J. A. A Report of the Texas Assessment of Basic Skills, 1982 (IR82-013-81-10), June 1982.

System-wide Evaluation. Special Report on Pupil Achievement 1980-81 for Total District (IR81-000-37), July 1981.

Appendices

TEXAS ASSESSMENT OF BASIC SKILLS 1982

Students to be Tested

All third, fifth and ninth grade students will be tested with the exception of those identified as being exempt in accordance with the guidelines contained in subsequent paragraphs. In ungraded schools without a kindergarten, testing should include students in their third, fifth, or ninth year of school; in ungraded schools with a kindergarten, students in their fourth, sixth or tenth year of school should be tested.

Guidelines for Administration of Student Assessment of Basic Skills to Eligible Handicapped Students

State Board of Education Policy 38.01.010 provides that:

(1) All handicapped students who are in a residential placement, a non-public day school program, a special education campus, a homeroom/special education departmentalized instructional arrangement, or in special education classes for all academic areas, shall be exempt from the student assessment of basic skills.

(2) Any eligible handicapped student who is in a regular class placement for either language arts (reading or writing) or mathematics shall be required to participate in the assessment of basic skills for that area. Modifications of regular classroom procedures which are provided by the local district as specified in the student's individual educational plan shall also be provided during the assessment process in accordance with guidelines developed by the Commissioner of Education.

(3) Districts shall make every reasonable effort to ensure that all non-exempt students are tested.

Administrative Procedure 38.01.030 requires that:

"The superintendent or chief administrative officer of each school district shall report to the Commissioner of Education the number of exempt and non-exempt students who were not tested and shall certify that the exemptions were granted in accordance with Policy 38.01.030."

Guidelines:

The following are examples of some of the modifications to regular classroom procedures which should be provided in the testing situation if necessary.

- provision of interpreters to ensure that deaf students receive any instructions given orally before or after the test as provided in administration manual. Assistance not provided for in administration manual shall not be given;
- provision for students to respond orally to test questions where a physically handicapping condition interferes with their ability to record machine-readable responses;
- allowing additional time for handicapped students whose handicapping condition makes this advisable (e.g. visually handicapped, physically handicapped students).

The district may find it convenient to group special education students with similar handicapping conditions together for testing purposes.

Modifications of regular classroom procedures which would undermine the validity of the test should not be provided. Oral administration of the reading test, and interpretation of test questions for students of limited English-speaking ability are examples of procedures which should not be used.

In some instances, the superintendent may find that testing of certain eligible handicapped students would work an extreme hardship on the student, or the district.

For example:

- conversion of test materials into Braille where facilities for such conversion are not normally available to the district;
- a one-to-one testing situation where the district does not have available staff;
- an emotionally disturbed student for whom the test situation would be traumatic.

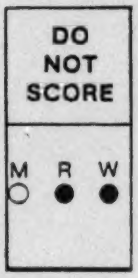
Class List of Eligible Students

The school coordinator must provide the test administrator with a class list prior to testing. This list should contain the names of all students who are eligible for testing. The test administrator uses the class list to take attendance before testing begins.

Handicapped Students to be Tested in One or More Areas

Any handicapped student who is in a regular class placement and receives his/her grade in that subject from the regular class teacher for either language arts (reading or writing) or mathematics is required to participate in the assessment of basic skills for that area unless the student meets the exemption guidelines. Modifications of regular classroom procedures that are provided by the local district as specified in the student's individual educational plan will also be provided during the assessment process in accordance with guidelines developed by the Commissioner of Education. [State Board of Education Policy 38.01.030 (a) (2)]

In the "For School Use Only" section of the answer document, the test or tests from which a student is exempt MUST be gridded in the "Do Not Score" section. For example, Student B is exempt from the reading and writing tests but will take the mathematics test. Her answer document should look like this:



Exit Level Students

Students currently enrolled in Grades 10 and 11 who have not previously demonstrated mastery of the Exit Level TABS test must be given the opportunity to retake that test in 1982.

Appendix B

Board Approved: June 25, 1981

System-wide Testing Regulation

I. Participation in the System-wide Testing Program

A. Certain special education students, described in 11.A, are exempt from the System-wide Testing Program.

B. Certain Limited-English-Proficient students, described in 11.B, are exempt from the System-wide Testing Program.

C. Students with skill deficiencies in reading/language arts, which would not enable them to read the instructions and items of the tests, will be excluded from the System-wide Testing Program as described in 11.C.

D. All other students in grades K-11 are to participate in the System-wide Testing Program.

1. Students will be assigned levels of standardized norm-referenced tests according to their achievement levels rather than according to grade placement.

2. At the time the system-wide tests are administered the school principal will submit to the System-wide Testing Office lists of the names and identification numbers of special education students who are exempted, Limited-English-Proficient students who are exempted, and other students who are excluded from testing because of skill deficiencies in reading/language arts.

3. The school principal is responsible for making certain that all other students participate in the System-wide Testing Program.

4. The System-wide Testing Office will report for each test administration the efficiency of testing for each school. Efficiency of testing is the percentage of target students (number of students enrolled less the number of students who are exempted from testing) for whom test documents are submitted for scoring.

II. Special Subpopulations

A. Special Education Students

1. Special education students who receive only speech therapy will be tested. Pregnant students will be tested.

2. The Admission, Review, and Dismissal (ARD) team will decide whether or not special education students other than those described in II.A.1 should be tested. Special education students should be tested unless mental, physical, or emotional handicaps prevent them from reading and following test instructions and being able to respond to the test questions.

3. A student who has been referred for placement in special education, but whose eligibility has not yet been determined by the ARD team, will be tested unless he/she should be excluded as described under II.C.

4. An individual report for the student's permanent record will be produced for any special education student who is tested. In aggregating test results for a school, a subdistrict, or the total district, test scores of special education students described in II.A.1 will be included in the computation of summary statistics. Test scores for any other special education students will be excluded from the computation of summary statistics and the students will not be counted in the enrollment figures used to determine the efficiency of the System-wide Testing Program.

5. The numbers of special education students who are exempted from testing will be reported for each school by the System-wide Testing Office.

B. Limited English Proficient (LEP) Students

1. LEP students who are in a Spanish instructional program will be administered a norm-referenced Spanish-language achievement test and an English oral language proficiency test annually.

2. LEP students who have been in a formal English reading program for less than seven months will be administered an English oral language proficiency test only and will be exempt from achievement testing in English.

3. LEP students who have been in a formal English reading program for at least seven months will be administered a norm-referenced English-language achievement test.

4. The number of LEP students who are exempted from testing will be reported for each school by the System-wide Testing Office.

C. Students with skill deficiencies in reading/language arts

1. Students with skill deficiencies in reading/language arts which would not enable them to read the instructions and items of the tests will be excluded from testing. The determination for exclusion will include the following: performance on a reading and vocabulary screening test (English or Spanish), teacher judgment, basal placement, and demonstrated mastery of baseline objectives. Students may be excluded from either the English-language or Spanish-language achievement tests.

2. Computation of summary statistics for a school, a subdistrict, or the total district will include an assigned percentile rank of 1 for any student who is excluded from testing.

3. The numbers of students excluded from testing because of skill deficiences in reading/language arts will be reported for each school by the System-wide Testing Office.

III. Invalidation of Test Results

A. A student's answers to a test will be invalidated when it is documented that a student cheated during the administration of the test.

B. A student's answers to a test may be invalidated when the student's opportunity to take the test is limited because the student becomes ill during the test.

C. The number of students whose tests are invalidated will be reported for each school by the System-wide Testing Office.

Special Education Guidelines for Participation in the System-wide Testing Program

The following criteria are to be used in determining the eligibility of special education students to participate in the System-wide Testing Program, as per School Board Policy of June 25, 1981.

1. The Admission, Review, and Dismissal (ARD) team will decide whether or not special education students other than those listed in the attached summary table should be tested. Special education students should be tested unless mental, physical, or emotional handicaps prevent them from reading and following test instructions and being able to respond to the test questions.

   - The guidelines outlined in the summary table should be used in conjunction with records of student work to determine eligibility for testing. School personnel must show reasonable cause to exclude a student from testing.

   - Whenever possible, special education students are to be tested in the typical setting for a given subject area. For example, assume a student is mainstreamed for Language Arts but receives Resource Room Services for Mathematics. The optimum test setting for this student would be the regular, mainstreamed class for tests relating to Language Arts and in the Resource Room class for the Mathematics tests.

   - If a student receives both regular and special services in a given area, then for the purposes of testing, that student should be classified with the instructional setting where he/she spends the most time. Thus, if a student spends one hour in a mainstreamed Reading class and two hours in a Resource Room Reading class, he/she would be classified as a special education student for the Reading test. If, however, a student spends an equal amount of time in the two instructional settings, then he/she should be considered a special education student and tested with the Resource Room class.

2. A student who has been referred for placement in special education, but whose eligibility has not yet been determined by the ARD team, will be tested.

3. An individual report for the student's permanent record will be produced for any special education student who is tested.

   - In aggregating test results for a school, a subdistrict, or the total district, test scores of the following special education students will be included:

     a. Students receiving speech services only
     b. Students served at Metro Special (classified as pregnant only)
     c. Pre-school students who are mainstreamed into regular kindergarten.
        - These students will take the entire MRT.
     d. Resource Room students who are mainstreamed for a subject area tested

        NOTE: The only subtest scores which will be included in school and District summaries will be those for subjects in which the student is mainstreamed. Scores of subtest areas in which the student receives special services WILL NOT be aggregated into school and District summaries. Instructions as to the coding of student status for scoring purposes are provided in the answer document coding information for ITBS or TAP.
     e. Students receiving Related Services only
     f. Hearing and visually impaired students who receive services of a special education itinerant teacher

   - Test scores for all other special education students will be excluded from the computation of summary statistics and the students will not be counted in the enrollment figures used to determine the efficiency of the System-wide Testing Program.

4. The numbers of special education students who are exempted from testing will be reported for each school by the System-wide Testing Office (see Test Coordinator Summary of Exemptions).

Summary of Special Education Guidelines for
Participation in the System-wide Testing Program

Test	Guidelines
Metropolitan Readiness Tests (MRT) Assessment of Baseline Curriculum (ABC) Iowa Tests of Basic Skills (ITBS) Comprehensive Tests of Basic Skills (CTBS), Espanol Tests of Achievement and Proficiency (TAP)	The following special education students ARE TO BE TESTED: a. All students receiving speech services only b. All students who are served at Metro Special (classified as pregnant only) c. All students served in Affective Learning classes d. Resource Room students e. All students receiving Related Services only f. All students receiving services in the Regional Day School for the Deaf program who are integrated into regular classrooms for more than 50% of the day (Samuell, Spence, Stonewall Jackson) g. All visually impaired students (System-wide Testing will provide big print and Braille editions of the tests; the Program for the Visually Handicapped will provide assistance to local building test administrators on request) h. Students who require other equipment or adaptations which are available in the DISD. The following students ARE EXEMPT from participation: a. Students who require special equipment and/or testing adaptations which are not currently available in the DISD.

Test	Guidelines
	b. All special education students served in the following instructional settings*: Total Communications Class Early Childhood Class Daily Living Skills Class Self-contained Class Prevocational Skills Class Developmental Center Work Activity Center Hospital - Homebound
Basic Objectives Assessment Test (BOAT)	Student's eligibility for participation shall be stated in his or her graduation plan. The eligibility of students enrolled in grade 8 will follow the guidelines for participation in ITBS testing.

*Definition of these settings are contained in the Special Education Manual for Campus Administrators (August, 1981; Special Education Office, DISD.)

Spring 1982
Testing Guidelines for Limited English Proficient (LEP) Students

Grades K-6

MRT, ITBS, CTBS ESPAÑOL

NOTE: The Language Assessment Scale (LAS), an English oral language proficiency measure, will be administered to all eligible LEP students during April and May.

1. LEP students who are in a Spanish instructional program will be administered a norm-referenced Spanish-language achievement test and an English oral language proficiency test annually.

   Kindergarten:

   - Will not take the CTBS Español
   - Will be exempt from the MRT
   - Will take the LAS in the spring 1982

2. LEP students who have been in a formal English reading program for less than seven months will be administered an English oral language proficiency test only and will be exempt from achievement testing in English.

   Clarification: The formal English reading program involves use of the MacMillan basal and DISD baseline objectives for reading and language arts.

   - LEP students making the transition from Spanish to English reading may be exempt from ITBS and CTBS Español.
   - Students enrolled in English-as-a-Second-Language (ESL) oral language instructional program (curriculum perscription VII) will be exempt from MRT and ITBS.
   - Students who made the transfer from a total oral language program (curriculum prescription VII) to formal English reading may be exempt from MRT and ITBS.
   - LEP students new to DISD (less than seven months) will be exempt from MRT and ITBS.

3. LEP students who have been in a formal English reading program for at least seven months will be administered a norm-referenced English-language achievement test.

   - Students in the Bilingual Education Program who have used the MacMillan basal/English baseline objectives will take the MRT/ITBS.
   - Students who have received ESL instruction and used the MacMillan basal/English baseline objectives will take the MRT/ITBS.

4. The number of LEP students who are exempted from testing will be reported for each school by the System-wide Testing Office (see Test Coordinator Summary of Exemptions).

Spring 1982
Testing Guidelines for
Limited English Proficient (LEP) Students

Middle and High Schools
ITBS, TAP, BOAT

NOTE: The Language Assessment Scale (LAS), an English oral language proficiency measure, will be administered to all eligible LEP students during April and May.

1. LEP students who have been in a formal English reading program for less than seven months will be administered an English oral language proficiency test only and will be exempt from achievement testing in English.

   Clarification: The formal English reading program involves use of the MacMillan basal or the English baseline curriculum

   - LEP students who are moving from an oral language program (ESL) to the formal English reading program may be exempt from ITBS or TAP.
   - Students enrolled in a total English-as-a-Second-Language (ESL) oral language instructional program may be exempt from ITBS or TAP.
   - LEP students new to DISD (less than seven months) will be exempt from ITBS or TAP.

2. LEP students who have been in a formal English reading program for at least seven months will be administered a norm-referenced English-language achievement test.

   - Students in the ESL program who have used the MacMillan basal or the English baseline curriculum for at least seven months will take the ITBS or TAP.
   - ESL teachers may need to make judgements on the testing (ITBS, TAP) of those LEP students who indicate varied patterns of participation in a formal English reading program.

3. The number of LEP students who are exempted from testing will be reported for each school by the System-wide Testing Office (see Test Coordinator Summary of Exemptions).

BOAT

Some LEP students may not be tested. If these students are not tested, there must be written parental notification or other written documentation that opportunity for testing was provided. Maintain such documentation at the school-level.

PROCESSING DATE
07/14/81

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

METROPOLITAN READINESS TESTS
LEVEL II

SCHOOL: MARTIN WEISS ELEM SCHOOL
TEACHER
SOC SEC NO:

GRADE LEVEL:
DATE TESTED: 04/81
SCHOOL T.E.A.: 226

REPORT OF STUDENTS TESTED DURING 1980-81 SCHOOL YEAR

ID NUMBER	STUDENT NAME	#ITEMS SCORED	13 BEGIN. CON.	16 LETTER CORRES	10 VISUAL MATCH	16 PAT-TERNS	9 SCHOOL LANG.	9 LIST-ENING	9 QUANT. CON.	15 QUANT. OPER.	29 AUDIT. TOTAL	26 VISUAL TOTAL	18 LANG-UAGE TOTAL	24 QUANT. TOTAL	73 PRE-READ. TOTAL	NATIONAL PERCENTILES PRE-READ. %ILE	NATIONAL PERCENTILES BATT. TOTAL %ILE
	JANA	M *RIGHT	07	03	06	11	05	05	06	09	10	17	10	15	37		
	03/12/75	STAN.									3	5	4	5	4		
	TESTED IN GRADE KN	PR.RT.									LO	AV	AV	AV	AV	24	29
	KAWANA	M *RIGHT	04	05	04	07	05	04	01	03	09	11	09	04	29		
	11/10/74	STAN.									3	3	3	1	3		
	TESTED IN GRADE KN	PR.RT.									LO	LO	LO	LO	LO	12	7
	CHRISTOPH	*RIGHT	11	13	06	12	06	05	07	12	24	18	11	19	53		
	10/19/74	STAN.									6	5	4	7	5		
	TESTED IN GRADE KN	PR.RT.									AV	AV	AV	HI	AV	57	62
	AUDRIAN	B *RIGHT	02	03	04	02	04	02	02	06	05	06	06	08	17		
	08/08/75	STAN.									1	2	2	3	1		
	TESTED IN GRADE KN	PR.RT.									LO	LO	LO	LO	LO	1	2

PERFORMANCE RATING (PR.RT.) :
HIGH (HI)= STANINE(STAN.) 7,8,9
AVERAGE (AV)= STANINE(STAN.) 4,5,6
LOW (LO)= STANINE(STAN.) 1,2,3

E14-43

Appendix C

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dallas independent school district

Metropolitan Readiness Tests

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: JOHN QUINCY ADAMS ELEM SCHOOL
TEACHER: BARBARA

PAGE: 2

TEA NO.: 101
GRADE LEVEL:
DATE TESTED: 04/81

MRT	AUDITORY	VISUAL	LANGUAGE	QUANTITATIVE	PRE-READ COMPOS	PRE-READ %ILE	TOTAL %ILE
	AV	AV	AV	AV	AV	63	55

KN P 02 SCORES ARE NATIONAL NORMS

STUDENT NAME
ID NUMBER
BIRTH DATE 04/19/75
DATE TESTED 04/81

Sample

STUDENT INSTRUCTIONAL SKILLS ANALYSIS

METROPOLITAN READINESS TEST - LEVEL II

TEACHER:
SOC.SEC.NO. :
TEST DATE: 04/07/81

CONTACT: SYSTEM-WIDE TESTING
SCHOOL : WILLIAM M ANDERSON E
T.E.A. : 104
TOTAL STUDENTS: 24

Sample

STUDENT NAME	GD	AUDITORY TOTAL			BC			SD			VISUAL TOTAL			VM			FP			LANGUAGE TOTAL			SC			LS			QUANTITATIVE TOTAL			QC			QO		
		NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS CORRECT
MARTHA	01	13	12	92	16	15	94	10	8	80	15	15	94	9	5	56	9	6	67	9	5	56	9	7	78	15	13	87								
DANA	01	13	13	100	16	16	100	10	6	60	16	10	63	9	6	67	9	5	56	9	9	100	15	13	87											
BILLY	01	13	13	100	16	15	94	9	6	60	16	15	94	9	7	78	8	5	56	9	8	89	15	9	60											
JASON	01	13	13	100	16	16	100	10	5	50	16	11	69	9	8	89	9	7	78	9	8	89	15	15	100											
CHERIE	01	13	13	100	16	16	100	10	9	90	16	16	100	9	8	89	9	6	67	9	8	89	15	14	93											
ALEJANDRO	01	13	13	100	16	14	88	10	9	90	16	15	94	9	4	44	9	5	56	9	5	56	10	7	47											
STARLA	01	13	13	100	14	14	88	10	10	100	15	15	94	9	9	100	9	6	67	9	8	89	15	14	93											
JULIE	01	13	13	100	16	14	88	10	6	60	16	13	81	9	5	56	9	5	56	9	6	67	15	8	53											
KRISTEENA	01	13	8	62	16	14	88	10	7	70	16	6	38	9	9	100	9	6	67	9	7	78	15	10	67											
KENYATTA	01	13	12	92	16	16	100	10	8	80	16	16	100	9	9	100	9	6	67	9	7	78	15	11	73											
DERRICK	01	13	13	100	16	16	100	9	9	90	16	16	100	9	9	100	9	7	78	9	9	100	15	11	73											
SAMMY JR	01	13	13	100	16	16	100	10	8	80	16	9	56	9	9	100	9	7	78	9	7	78	15	9	60											
CYNTHIA	01	13	12	92	16	16	100	10	9	90	16	11	69	9	8	89	9	4	44	9	8	89	15	13	87											
BOBBY II	01	13	12	92	16	15	94	10	8	80	16	14	88	9	9	100	9	9	100	9	9	100	15	13	87											
CHRISTOPH	01	13	12	92	16	16	100	10	9	90	16	14	88	9	8	89	9	8	89	9	5	56	15	15	100											
STEPHANIE	01	13	13	100	16	16	100	10	9	90	16	16	100	9	6	67	9	4	44	9	7	78	15	14	93											
EDWARDO	01	13	13	100	16	14	88	10	9	90	16	15	94	9	8	89	9	4	44	8	5	56	13	13	87											
CURTIS	01	13	13	100	16	16	100	10	10	100	16	16	100	9	9	100	9	9	100	6	6	67	7	7	47											
BRANDON	01	13	9	69	16	16	100	10	6	60	16	13	81	9	8	89	9	5	56	9	8	89	15	9	60											
ALBERT	01	12	12	92	15	15	94	10	9	90	15	14	88	8	7	78	9	2	22	9	5	56	15	15	100											
JEROMY	01	13	13	100	16	16	100	10	9	90	16	13	81	9	6	67	9	8	89	9	7	78	15	13	87											
MALCOLM	01	13	13	100	16	16	100	10	10	100	16	16	100	9	6	67	9	5	56	9	9	100	15	13	87											
LENA	01	13	12	92	16	14	88	10	8	80	16	14	88	9	7	78	9	5	56	9	7	78	15	14	93											
DALE	01	13	12	92	16	16	100	10	5	50	16	7	44	9	3	33	9	7	78	9	5	56	15	13	87											
TOTAL NUMBER ITEMS IN SKILL			13			16			10			16			9			9			9			15											
PERCENTAGE OF STUDENTS ANSWERING ONE-HALF OR MORE OF THE ITEMS CORRECTLY			100			100			100			92			92			83			100			92											

SKILL AREA DESCRIPTIONS:
BC-BEGINNING CONSONANTS
SD-SOUND-LETTER CORRESP.
VM-VISUAL MATCHING
FP-FINDING PATTERNS
SC-SCHOOL LANGUAGE
LS-LISTENING
QC-QUANTITATIVE CONCEPTS
QO-QUANTITATIVE OPERATIONS

*NOTE: STUDENT PERCENT CORRECT IS BASED ON THE TOTAL NUMBER OF ITEMS FOR A GIVEN SKILL AREA.

814-44

duke university school of law

STUDENT'S REPORT OF SCORES REPORTE DE PUNTAJE DEL ESTUDIANTE

METROPOLITAN READINESS TEST

Sample

STUDENT NAME :

ID NUMBER :

SCHOOL NAME : JULIA C FRAZIER ELEM SCHOOL

TEA NUMBER : 146

TEACHER NAME :

CURRENT GRADE : 1

TEST LEVEL : 2

DATE TESTED : 04/06/81

SUBTEST NAME	PERFORMANCE RATING
AUDITORY TOTAL	AVERAGE
VISUAL TOTAL	LOW
LANGUAGE TOTAL	AVERAGE
PRE-READING COMPOSITE	AVERAGE
QUANTITATIVE TOTAL	AVERAGE
TOTAL TEST	AVERAGE

This is a record of the above named student's scores for the Metropolitan Readiness Tests (MRT).

The test results are given as high, average, and low ratings that let you compare your child's performance to other children at the same grade level nationally. For example, an average rating means that a child's performance on the MRT is typical for his/her age and grade level. A rating is given for each skill area and for the total test.

Contact your child's teacher for information on each skill area covered by the MRT.

Este documento contiene los resultados del examen (Metropolitan Readiness Test) que recibio el estudiante nombrado arriba.

Hay tres maneras de dar los resultados: "Menos que el Promedio" (Below Average), "Promedio" (Average), y "Sobre el promedio" (Above Average). Con esta manera de informar se pueden comparar los resultados de este estudiante con todos los estudiantes del mismo ano en todas las escuelas de los Estados Unidos. Por ejemplo, una clasificacion de "Promedio" (Average) significa que los resultados del examen son tipicos de la edad y el grado del estudiante. Se da un resultado para cada habilidad para toda la prueba.

Puede ponerse en contacto con el maestro del nino para obtener informacion adicional sobre las habilidades que mide la prueba.

LEGEND FOR SCORES: G.E.=GRADE EQUIVALENTS
LPR=LARGE CITY PERCENTILE RANKS
NPR=NATIONAL PERCENTILE RANKS

SYSTEM WIDE TESTING PROGRAM
CLASS LISTING OF STUDENT SCORES

SCHOOL: EDNA ROWE ELEMENTARY — IOWA TESTS OF BASIC SKILLS — GRADE LEVEL:
TEACHER: — DATE TESTED:
SOC.SEC.NO.: — SCHOOL T.E.A.: 232

ID NUMBER	STUDENT NAME	SCORE REPORTED	VOCAB	WORD ANYL	READ	SPELL	MATH CONC	MATH PROB	MATH COMP	MATH TOTAL	COMP
	JASON N	G.E.	03.7	02.7	03.6	01.9	03.6	03.6	04.2	03.8	03.1
	12/08/71 LEVEL 08	LPR	89	75	87	37	86	86	99	93	78
	TESTED IN GRADE 02	NPR	78	47	74	20	78	76	98	87	59
	TERRY D	G.E.	02.9	02.6	02.9	02.6	02.9	02.0	02.7	02.5	02.7
	12/31/71 LEVEL 08	LPR	77	73	74	62	71	36	61	58	69
	TESTED IN GRADE 02	NPR	54	44	54	43	54	24	44	36	44
	TIMOTHY J	G.E.	00.6	00.3	01.5	00.9	01.2	01.2	01.9	01.4	00.9
	04/19/72 LEVEL 08	LPR	02	01	21	07	03	08	10	02	01
	TESTED IN GRADE 02	NPR	01	01	09	04	01	05	07	01	01
	LESLIE C	G.E.	02.4	02.5	02.2	02.6	02.1	02.0	02.8	02.3	02.4
	08/05/71 LEVEL 08	LPR	64	70	52	62	40	36	69	46	59
	TESTED IN GRADE 02	NPR	38	41	32	43	22	24	50	27	35
	ELOISE M	G.E.	02.6	03.0	03.1	02.4	03.4	02.8	03.5	03.2	02.9
	12/24/71 LEVEL 08	LPR	70	80	79	55	83	66	91	83	74
	TESTED IN GRADE 02	NPR	44	56	60	36	72	50	86	67	52

SUBTESTS: VOCAB : VOCABULARY
WORD ANYL: WORD ANALYSIS
READ : READING
SPELL : SPELLING
MATH CONC: MATH CONCEPTS
MATH PROB: MATH PROBLEMS
MATH TOTAL: MATHEMATICS TOTAL
COMP : BATTERY COMPOSITE
MATH COMP : MATH COMPUTATION

814-46

Sample

dallas independent school district

Labels may be removed from backing by lifting at either end

Iowa Tests of Basic Skills

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: GABE P ALLEN ELEMENTARY SCHOOL
TEACHER:

PAGE: 5
TEA NO.: 103
GRADE LEVEL:
DATE TESTED: 04/82

GRD	LVL	ITBS	VOCAB-ULARY	WORD ANALYSIS	READING	LAN-GUAGE	WORK STUDY	MATH-EMATICS	COM-POSITE
0107		GRD EQV	3.1	2.7	3.0	2.9		2.7	2.9
DATE TESTED		NATL %ILE	91	79	87	79		89	87
0482		L.C. %ILE	96	88	93	88		93	91

STUDENT NAME JOHNNY JR
ID NUMBER — BIRTH DATE 09/04/74
(ITBSLB 106/81)

STUDENT INSTRUCTIONAL SKILLS ANALYSIS

TEACHER
SOC SEC NO. :
TEST DATE: 04/07/81

IOWA TEST OF BASIC SKILLS

LEVEL - 7

CONTACT: SYSTEM-WIDE TESTING
SCHOOL : LISBON ELEMENTARY SC
T.E.A. : 178
TOTAL STUDENTS: 21

Sample

STUDENT NAME	GD	VOCABULARY																WORD ANALYSIS											
		N1			N2			V1			V2			M2						IS			RS			FS			SI		
		NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT
DEMARKEOU	02	9	8	89	4	4	100	6	6	100	4	3	75	5	5	100				12	10	83	9	8	89	5	4	80	15	14	93
KELVIN	02	9	6	67	4	1	25	6	3	50	4	3	75	5	1	20				12	11	92	9	8	89	5	4	80	15	14	93
BILL	02	9	6	67	4	3	75	6	4	67	4	3	75	5	5	100				12	12	100	9	7	78	5	5	100	15	13	87
HOWLEY	02	9	9	100	4	3	75	6	6	100	4	4	100	5	4	80				12	11	92	9	7	78	5	3	60	15	15	100
ELERIA	02	9	9	100	4	4	100	6	4	67	4	3	75	5	5	100				12	11	92	9	8	89	4	3	60	15	15	100
LAVONDA	02	9	5	56	4	0	0	6	4	67	4	2	50	5	3	60				11	8	67	9	9	100	5	3	60	15	15	100
DESHANNA	02	9	6	67	4	1	25	6	4	67	4	1	25	5	3	60				12	11	92	9	8	89	5	3	60	15	15	100
SHOLONDA	02	9	9	100	4	3	75	6	6	100	4	4	100	5	5	100				12	12	100	9	6	67	5	5	100	15	15	100
LAWONDA	02	9	8	89	4	4	100	6	5	83	4	4	100	5	5	100				12	5	42	9	7	78	5	5	100	15	15	100
ROLANDO	02	9	8	89	4	4	100	6	4	67	4	3	75	5	4	80				10	8	67	8	5	56	5	2	40	15	13	87
KENDRICK	02	9	5	56	4	1	25	6	3	50	4	1	25	5	2	40				11	10	83	9	7	78	5	3	60	15	14	93
CARLOS	02	9	7	78	4	2	50	6	4	67	4	4	100	5	5	100				12	12	100	9	5	56	5	4	80	15	14	93
ROBERT	02	9	5	56	4	2	50	6	3	50	4	1	25	5	4	80				12	9	75	8	3	33	5	3	60	15	15	100
LARRY	02	9	4	44	4	1	25	6	2	33	4	3	75	5	2	40				12	10	83	9	4	44	5	3	60	15	14	93
ERICA	02	9	7	78	4	4	100	6	5	83	4	2	50	5	4	80				12	9	75	9	5	56	5	5	100	0	0	0
JOHNNIE	02	9	4	44	3	0	0	6	1	17	3	0	0	4	3	60				12	7	58	7	5	56	5	0	0	15	13	87
TAMARA	02	9	9	100	4	4	100	6	6	100	4	4	100	5	5	100				12	12	100	9	7	78	5	4	80	15	15	100
ETTA	02	9	6	67	4	2	50	6	4	67	4	1	25	5	1	20				12	8	67	9	4	44	5	2	40	15	11	73
AUTUMN	02	9	8	89	4	4	100	6	5	83	4	3	75	5	5	100				12	12	100	9	6	67	5	5	100	15	13	87
ROSCOE	02	9	6	67	4	2	50	6	3	50	4	4	100	5	3	60				12	10	83	9	6	67	5	4	80	15	13	87
JAMARCO	02	9	6	67	4	1	25	6	4	67	4	1	25	5	2	40				12	10	83	9	7	78	5	5	100	15	14	93
TOTAL NUMBER ITEMS IN SKILL		9			4			6			4			5						12			9			5			15		
PERCENTAGE OF STUDENTS ANSWERING ONE-HALF OR MORE OF THE ITEMS CORRECTLY		90			67			90			71			76						95			86			86			100		

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SKILL AREA DESCRIPTIONS:

N1 - NOUN PICTURE MATCHING
N2 - NOUN BEST FITS CONTEXT
V1 - VERB PICTURE MATCHING
V2 - VERB FITS CONTEXT
M2 - MODIFIER FITS CONTEXT
IS - INITIAL SOUNDS
RS - RHYMING SOUNDS
FS - FINAL SOUNDS
SI - SUBSTITUTIONS, INITIAL

*NOTE: STUDENT PERCENT CORRECT IS BASED ON THE TOTAL NUMBER OF ITEMS FOR A GIVEN SKILL AREA.

CONTACT: SYSTEM-WIDE TESTING

OBJECTIVE MASTERY LEGEND:
Y = MASTERY, N = NONMASTERY
* = TOO FEW ITEMS FOR CONSIDERATION

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

ASSESSMENT OF BASELINE CURRICULUM
1981-82 ENROLLMENT

SWTABC/RETS321
PROCESSING DATE 05/13/82

SCHOOL: WILLIAM M ANDERSON E
TEACHER:
SOC.SEC.NO.:

GRADE LEVEL:
DATE TESTED: 04/82
SCHOOL T.E.A.: 104

ID NUMBER	STUDENT NAME		MATHEMATICS OBJECTIVES 1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL	LANGUAGE ARTS OBJECTIVES 1	2	3	4	5	6	7	8	9	TOTAL
		# OF ITEMS	4	4	4	4	4	5	4	4	4	4	4	4	4	53	8	5	5	5	5	5	5	5	5	48
	LEONOR	# ITEMS CORRECT	4	2	1	4	4	5	3	4	3	1	1	2	3	37	7	5	5	5	5	4	5	5	5	46
	07/30/74 LEVEL 02	OBJECTIVE MASTERY	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N	Y	8	Y	Y	Y	Y	Y	Y	Y	Y	Y	9
	DERRICK	# ITEMS CORRECT	4	4	1	4	3	5	3	4	3	4	4	3	2	44	6	5	5	5	5	5	4	5	2	42
	08/06/74 LEVEL 02	OBJECTIVE MASTERY	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	11	Y	Y	Y	Y	Y	Y	Y	Y	N	8
	GABRIEL	# ITEMS CORRECT	4	2	3	4	3	2	4	4	4	4	4	4	4	46	8	5	5	5	5	5	5	5	5	48
	03/13/74 LEVEL 02	OBJECTIVE MASTERY	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	11	Y	Y	Y	Y	Y	Y	Y	Y	Y	9
	NANCY	# ITEMS CORRECT	4	4	4	4	4	5	4	4	4	4	4	4	4	53	7	5	5	5	5	5	5	3	5	45
	07/06/74 LEVEL 02	OBJECTIVE MASTERY	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	13	Y	Y	Y	Y	Y	Y	Y	N	Y	8
	JOHN	# ITEMS CORRECT	4	4	4	4	4	5	3	3	2	4	4	4	3	48	8	5	5	3	4	5	4	5	5	44
	03/21/74 LEVEL 02	OBJECTIVE MASTERY	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	12	Y	Y	Y	N	Y	Y	Y	Y	Y	8

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MATHEMATICS OBJECTIVES:
1 1-RECALL ADDITION FACTS
2 2-ADD 3 OR MORE NUMBERS (SUM TO 18)
3 6-RECALL SUBTRACTION FACTS
4 11-READ & WRITE WHOLE NUMBERS TO 100
5 14-IDENTIFY ORDINAL POSITION (1ST TO 31ST
6 16-COMPLETE A NUMBER PATTERN
7 17-ADD WHOLE NUMBERS (SUMS TO 99)
8 18-SOLVE ADDITION WORD PROBLEMS
9 20-IDENTIFY FRACTIONAL PARTS(1/2, 1/3, 1/4)
10 25-TELL TIME ON THE HOUR & HALF-HOUR
11 26-FIND THE SUM OF A SET OF COINS
12 28-ADD WHOLE NUMBERS (SUMS TO 999)
13 29-SUBTRACT 2 NUMBERS (EACH 999 OR LESS)

LANGUAGE ARTS OBJECTIVES:
1 READ WITH UNDERSTANDING
2 27-IDENTIFY BEGINNING CONSONANT SOUNDS
3 30-READ ALTERNATE LONG VOWEL SPELLINGS
4 40-IDENTIFY BASE WORDS
5 44-IDENTIFY CONTRACTIONS
6 47-READ LEVEL 2 SIGHT VOCABULARY WORDS
7 61-USE A COMMA, PERIOD, AND APOSTROPHE
8 77-EXPAND SENTENCES
9 81-ALPHABETIZE GROUPS OF WORDS

Sample

dallas independent school district

Labels may be removed from backing by lifting at either end

Assessment of Baseline Curriculum

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: GABE P ALLEN ELEMENTARY SCHOOL
TEACHER:

PAGE: 6

TEA NO.: 103
GRADE LEVEL:
DATE TESTED: 03/82

ABC	OBJ	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
GRD 02	MATH	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	13
	LANG	Y	Y	Y	Y	Y	Y	Y	Y	Y	*	*	*	*	9

TESTED 0382

Y = MASTERY N = NONMASTERY 0 = NOT AN OBJECTIVE THIS GRADE
SEE SEPARATE LIST FOR OBJECTIVE DEFINITIONS TOTAL=NUMBER MASTERED

STUDENT NAME BROWN
ID NUMBER
BIRTH DATE 09/07/73
ABCLB 103821

58

59

CONTACT: SYSTEM-WIDE TESTING

LEGEND FOR SCORES: G.E.=GRADE EQUIVALENTS
STAN=NATIONAL STANINE RANK
NPR =NATIONAL PERCENTILE RANK

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

PAGE 31
SWTITBS/RETS321
PROCESSING DATE 04/28/82

SCHOOL: LAKEWOOD ELEMENTARY
TEACHER:
SOC.SEC.NO.:

IOWA TESTS OF BASIC SKILLS
1981-82 ENROLLMENT

GRADE LEVEL:
DATE TESTED: 04/82
SCHOOL T.E.A.: 171

ID NUMBER	STUDENT NAME	SCORES REPORTED	VOCAB	READ COMP	LANG SPELL	LANG CAPT.	LANG PUNC.	LANG USAGE	W-S V MAT	W-S R MAT	MATH CONC	MATH PROB	MATH COMP	LANG TOTAL	W-S TOTAL	MATH TOTAL	COMP.
	MARENZA	G.E.	4.0	3.7	2.7	2.5	4.5	5.1	1.9	2.2	3.6	3.5	4.9	3.7	2.0	4.0	3.5
	10/19/69 LEVEL 11	STAN	2	2	1	1	3	4	1	1	1	1	2	2	1	1	1
	TESTED IN GRADE 06	NPR	8	5	2	1	16	26	1	1	2	3	9	4	1	1	1
	CHRIS E	G.E.	3.5	3.9	4.4	2.8	6.7	4.5	4.2	4.8	5.4	4.6	5.4	4.6	4.5	5.1	4.3
	01/07/70 LEVEL 11	STAN	2	2	3	1	5	3	3	3	3	3	3	3	2	3	2
	TESTED IN GRADE 06	NPR	4	6	14	2	48	18	11	15	19	12	16	14	9	12	4
	JOYCE A	G.E.	2.9	4.1	2.9	3.2	4.4	2.8	4.3	3.2	5.2	5.0	5.6	3.3	3.8	5.3	3.9
	09/16/69 LEVEL 10	STAN	1	2	1	2	3	1	3	1	3	3	3	1	1	3	1
	TESTED IN GRADE 06	NPR	2	8	3	4	14	3	12	3	16	17	19	2	3	16	2
	CHARLIE E	G.E.	6.7	7.8	7.5	8.9	6.7	4.8	7.4	7.9	6.5	5.8	7.2	7.0	7.6	6.5	7.1
	09/06/69 LEVEL 12	STAN	5	6	6	7	5	3	6	6	5	4	6	5	6	5	5
	TESTED IN GRADE 06	NPR	49	69	62	79	48	22	60	70	42	29	61	52	68	43	57
	EULESS R	G.E.	4.4	3.4	4.2	2.8	3.4	2.5	3.3	3.5	3.6	3.9	4.6	3.2	3.4	4.0	3.7
	08/09/70 LEVEL 10	STAN	3	1	3	1	2	1	2	2	1	2	2	1	1	1	1
	TESTED IN GRADE 06	NPR	11	3	12	2	5	1	4	4	2	6	5	1	2	1	1

VOCAB : VOCABULARY
READ COMP : READING
LANG SPELL: SPELLING
LANG CAPT.: CAPITALIZATION
LANG PUNC : PUNCTUATION
LANG USAGE: LANGUAGE USAGE
W-S V MAT : VISUAL MATERIALS
W-S R MAT : REFERENCE MATERIALS
MATH CONC : MATH CONCEPTS
MATH PROB : MATH PROBLEMS
MATH COMP : MATH COMPUTATION
LANG TOTAL: LANGUAGE TOTAL
W-S TOTAL : WORK STUDY SKILLS
MATH TOTAL: MATHEMATICS TOTAL
COMP : COMPOSITE

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Sample

dallas independent school district

Labels may be removed from backing by lifting at either end

Iowa Tests of Basic Skills

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: LAKEWOOD ELEMENTARY SCHOOL
TEACHER:

PAGE: 10
TEA NO.: 171
GRADE LEVEL:
DATE TESTED: 04/82

GRD	LVL	ITBS	VOCAB-ULARY	WORD ANALYSIS	READING	LAN-GUAGE	WORK STUDY	MATH-EMATICS	COM-POSITE
05	12	GRD EQV	7.4		8.7	8.6	7.8	7.5	8.0
DATE TESTED		NATL %ILE	83		95	94	89	89	93
0482		LC %ILE	93		98	97	96	95	96

STUDENT NAME
ID NUMBER
(TESLO 10/81)
BIRTH DATE 01/27/71

60

61

STUDENT INSTRUCTIONAL SKILLS ANALYSIS

TEACHER
SOC SEC NO. :
TEST DATE 04/07/81

IOWA TEST OF BASIC SKILLS

LEVEL - 10

CONTACT: SYSTEM-WIDE TESTING
SCHOOL : LISBON ELEMENTARY SC
T.E.A. : 178
TOTAL STUDENTS: 13

Sample

814-50

STUDENT NAME	GD	VOCABULARY												READING COMPREHENSION																	
		N			V			M						F1			F2			F3			I1			I4			G3		
		NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT	NUMBER ITEMS ATTEMPTED	NUMBER ITEMS CORRECT	PERCENT ITEMS* CORRECT
RODERICK	05	12	4	33	9	6	67	15	7	47				9	3	33	5	3	60	8	3	38	4	3	75	7	5	71	4	2	50
QUINCY	05	12	7	58	9	7	78	15	11	73				9	7	78	5	2	40	8	3	38	4	4	100	7	6	86	4	3	75
TEMPLE	05	12	10	83	9	7	78	15	10	67				9	7	78	5	4	80	8	4	50	4	2	50	7	4	57	4	2	50
LINDA	05	12	6	50	9	3	33	15	5	33				9	8	89	5	3	60	8	6	75	4	3	75	7	4	57	4	3	75
CHARLES	05	4	1	8	5	2	22	8	3	20				6	2	22	2	2	40	1	1	13	1	0	0	5	1	14	0	0	0
PAMELA	05	12	5	42	9	5	56	15	10	67				9	7	78	5	5	100	8	3	38	4	2	50	7	6	86	4	3	75
TONY	05	2	2	17	2	2	22	2	2	13				7	6	67	5	1	20	7	2	25	3	1	25	7	4	57	2	2	50
KEITH	05	12	8	67	9	7	78	15	11	73				9	7	78	5	5	100	8	5	63	4	1	25	7	6	86	4	1	25
CHRISTOPH	05	12	7	58	9	6	67	15	12	80				9	6	67	5	3	60	8	4	50	4	3	75	7	5	71	4	2	50
PAXTON	05	12	7	58	9	6	67	15	9	60				9	5	56	5	3	60	8	5	63	4	3	75	7	5	71	4	2	50
DENISE	05	12	11	92	9	8	89	15	11	73				9	6	67	5	4	80	8	3	38	4	3	75	7	4	57	4	2	50
ALECIA	05	12	9	75	9	6	67	15	6	40				7	6	67	5	3	60	5	3	38	3	3	75	6	3	43	2	1	25
JAQUATA	05	12	8	67	9	6	67	15	12	80				9	5	56	5	5	100	8	4	50	4	2	50	7	5	71	4	1	25
TOTAL NUMBER ITEMS IN SKILL		12			9			15						9			5			8			4			7			4		
PERCENTAGE OF STUDENTS ANSWERING ONE-HALF OR MORE OF THE ITEMS CORRECTLY		69			77			62						85			77			46			77			85			75		

SKILL AREA DESCRIPTIONS:

N - NOUNS
V - VERBS
M - MODIFIERS AND CONNECTORS
F1 - DESCRIPTION
F2 - CATEGORIZATION
F3 - RELATIONSHIPS
I1 - CAUSE AND EFFECT
I4 - MOTIVES
G3 - APPLICATION

*NOTE: STUDENT PERCENT CORRECT IS BASED ON THE TOTAL NUMBER OF ITEMS FOR A GIVEN SKILL AREA.

STUDENT'S REPORT OF SCORES REPORTE DE PUNTAJE DEL ESTUDIANTE
IOWA TESTS OF BASIC SKILLS

STUDENT NAME :
ID NUMBER :
BIRTH DATE : 02/11/68
TESTED IN GRADE: 06
TESTED AT LEVEL : 12

Sample

TEA NUMBER : 0
SCHOOL NAME : J.L. LONG MIDDLE SCH
CURRENT GRADE : 07
TEACHER NAME :
DATE TESTED : 04/24/80

SUBTEST NAME	National Percentile	BELOW AVERAGE low	BELOW AVERAGE middle	BELOW AVERAGE high	AVERAGE low	AVERAGE middle	AVERAGE high	ABOVE AVERAGE low	ABOVE AVERAGE middle	ABOVE AVERAGE high
VOCABULARY	97									*
READING	95								*	
LANGUAGE TOTAL	82							*		
SPELLING	85							*		
CAPITALIZATION	69						*			
PUNCTUATION	77							*		
LANGUAGE USAGE	82							*		
WORK-STUDY TOTAL	94								*	
MATHEMATICS TOTAL	93								*	
COMPOSITE	96									*

This is a record of the above named student's scores for the Iowa Tests of Basic Skills (ITBS).

The scores are given as percentiles. A percentile rank of 70 means that a student scored better than 70 percent of students across the nation. Percentiles are given for each subtest and for the total test.

Each score is graphed on the chart. The score indicates if performance is Below Average, Average or Above Average compared to the performance of students across the nation. A score of 70 would indicate high average performance. A missing score indicates that a section of the test was not completed.

Please remember that these test results are just one of the many ways of looking at student progress. Ask the school for other information about individual progress.

Este documento contiene los resultados del examen (Iowa Tests of Basic Skills) que recibio el estudiante nombrado arriba.

Lo siguiente es un ejemplo. El numero 70 significa que el estudiante obtuvo un resultado mejor que el 70 por ciento de los estudiantes en el pais. Se dan los resultados de todas las pruebas y tambien se da el resultado del total.

Cada resultado aparece en el grafico. El grafico indica si el resultado es "Menos que el Promedio" (Below Average), "Promedio" (Average), O "Sobre el Promedio" (Above Average), cuando se lo compara con los puntajes a traves de todo el pais. Por ejemplo, el puntaje de 70 es un puntaje regular porque esta en el grafico bajo la categoria "Promedio" (Average). Si falta un puntaje, eso indica que esa seccion del examen no fue acabada.

Estos resultados son solamente una de varias maneras para observar el progreso del estudiante. Se puede poner en contacto con la escuela para pedir mas informacion sobre el progreso del estudiante.

THE ITBS MEASURE IMPORTANT BASIC SKILLS THAT ARE NEEDED FOR SUCCESS IN EVERYDAY LIVING. THESE BASIC SKILLS MEASURED BY THE ITBS ARE:
El ITBS mide habilidades basicas e importantes necesarias para suceder de dia en dia. Las habilidades medidas por el ITBS son:

1. VOCABULARY: READ AND KNOW THE MEANING OF WORDS; DEVELOP CONCEPTS.
   Vocabulario: Leer y saber el significado de las palabras; desarrollar los conceptos.

2. WORD ANALYSIS: RELATE SOUNDS AND LETTERS. PHONICS. WORD STRUCTURE.
   Analisis de Las Palabras: Relatar los sonidos y las letras, la fonetica, la construccion de las palabras.

3. READING: UNDERSTAND AND IDENTIFY WORDS, SENTENCES, INFORMATION IN STORIES.
   Leer: Entender e identificar las palabras, las oraciones, la informacion en las historias.

4. LANGUAGE: SPELL, CAPITALIZE, PUNCTUATE, AND USE WORDS CORRECTLY.
   Gramatica: deletrear, capitalizar, puntuar, y usar correcto las palabras.

5. WORK-STUDY SKILLS: READ MAPS, GRAPHS, AND TABLES; ALPHABETIZE; USE AN INDEX, THE DICTIONARY, AND SIMILAR MATERIALS; FIND INFORMATION IN THE LIBRARY.
   Habilidades de Trabajar y de Estudiar: Leer los mapas los mapas graficos; colocar por orden alfabetico; usar un indice, el diccionario, y otras cosas semejantes; encontrar la informacion en la biblioteca.

6. MATHEMATICS: UNDERSTAND THE NUMBER SYSTEM, MATHEMATICAL TERMS AND OPERATIONS; SOLVE PROBLEMS. COMPUTE WHOLE NUMBERS, FRACTIONS AND DECIMALS.
   Matematica: Entender el sistema de numeros, la terminologia matematica, las operaciones matematicas; resolver los problemas, computar los numeros enteros, las fracciones, y los numeros decimales.

7. COMPOSITE: TOTAL SCORE WHICH GIVES A PERCENTILE RANK ON THE COMBINED SUBTESTS.
   Compuesto: Puntaje total que da la clasificacion en percentila los sub-examenes combinados.

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CONTACT: SYSTEM-WIDE TESTING

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

SWTCTBS/RETS320
PROCESSING DATE 07/31/81

SCHOOL: DAVID G BURNET
TEACHER:
SOC SEC NO: 000-00-0000

COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL
1981-82 ENROLLMENT

GRADE LEVEL:
DATE TESTED: 04/81
SCHOOL T.E.A.: 116

ID NUMBER	STUDENT NAME	#ITEMS ATTEMPTED	#ITEMS 33 READ VOCAB	41 READ COMP	74 READ TOTAL	28 MATH COMP	25 MATH CONC	53 MATH TOTAL
	PATRICIO	#RIGHT	22	26	48	22	22	44
	07/09/72 LEVEL C	%RIGHT	66	63	64	78	88	83
	TESTED IN GRADE 02							
	MIGUEL	#RIGHT	21	21	42	18	17	35
	04/06/73 LEVEL C	%RIGHT	63	51	56	64	68	66
	TESTED IN GRADE 02							
	MARTHA	#RIGHT	18	27	45	22	21	43
	03/22/73 LEVEL C	%RIGHT	54	65	60	78	84	81
	TESTED IN GRADE 02							
	TOMAS	G#RIGHT	21	35	56	28	23	51
	03/07/72 LEVEL C	%RIGHT	63	85	75	100	92	96
	TESTED IN GRADE 02							
	ALMA	#RIGHT	30	37	67	28	21	49
	12/05/71 LEVEL C	%RIGHT	90	90	90	100	84	92
	TESTED IN GRADE 02							
	CLAUDIA	A#RIGHT	19	26	45	27	17	44
	11/11/72 LEVEL C	%RIGHT	57	63	60	96	68	83

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SUBTESTS: READ VOCAB: READING VOCABULARY
READ COMP: READING COMPREHENSION
READ TOTAL: READING TOTAL
MATH COMP: MATH COMPUTATIONS
MATH CONC: MATH CONCEPTS AND APPLICATIONS
MATH TOTAL: MATH TOTAL

Sample

dallas independent school district

Labels may be removed from backing by biting at either end

Comprehensive Tests of Basic Skills Espanol

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: WM LIPSCOMB ELEMENTARY SCHOOL
TEACHER:

PAGE: 41
TEA NO.: 177
GRADE LEVEL:
DATE TESTED: 04/81

GRD	LVL	CTBS ESPANOL	WORD REC I	WORD REC II	VOCAB ULARY	READ COMP	READ TOTAL	MATH COMP	MATH CONC	MATH APPL	MATH TOTAL
02	C	#RIGHT			22	37	59	26	21		47
DATE TESTED		%RIGHT									
04	81				66	90	79	92	84		88

STUDENT NAME
ID NUMBER
BIRTH DATE 07/25/72
CTBSLB 1080 II

65

66

SYSTEM WIDE TESTING PROGRAM PAGE:

CLASS LISTING OF STUDENT SCORES

SCHOOL : LENORE KIRK HALL ELE
TEACHER:

LANGUAGE ASSESSMENT SCALES

1981-82 ENROLLMENT

SCHOOL TEA : 149
DATE TESTED: 04/82
GRADE LEVEL:

Sample

ID	STUDENT NAME	PERCENT CORRECT SOUND PAIRS	LEXICAL	PHONEMES	COMPREHENSION	STORY RATING	LAS LEVEL
	TESTED IN GRADE - 05	100	100	100	100	4	5
	TESTED IN GRADE - 05	100	95	100	80	4	5
	TESTED IN GRADE - 05	100	100	100	100	4	5
	TESTED IN GRADE - 05	93	100	94	80	3	4

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Language Assessment Scales

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: DAN D ROGERS ELEMENTARY SCHOOL
TEACHER:

PAGE: 4

TEA NO.: 203
GRADE LEVEL:
DATE TESTED: 04/82

LAS GRADE	LAS FORM	PERCENT CORRECT SOUND PAIRS	LEXICAL	PHONEMES	COMPREHENSION	STORY RATING (MIN=1 MAX=5)	LAS LEVEL
05	B	70	45	83	60	2	1

STUDENT NAME
ID NUMBER
BIRTH DATE 06/13/70
LABLE ISSUED

DATE TESTED 04/19/82
LANGUAGE ENGLISH/1

CONTACT SYSTEM-WIDE TESTING

PROCESSING DATE
07/29/81

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

BASIC OBJECTIVES ASSESSMENT TESTS

SCHOOL: HILLCREST COMPLEX
TEACHER:
SOC SEC NO:

REPORT OF STUDENTS TESTED DURING 1980-81 SCHOOL YEAR

GRADE LEVEL: 11
DATE TESTED: 05/81
SCHOOL T.E.A.: 006

ID NUMBER	STUDENT NAME	#ITEMS / SCORES REPORTED	CON 25	COM 30	MED 15	HOM 20	EMP 10	GOV 15	INF 10	TOTAL 125	PASS/FAIL	
	CARA	C%RIGHT	076	070	080	065	070	047	080	068		SPRING 1980 TEST RESULTS
	12/23/84	%RIGHT	084	083	073	080	070	073	090	080	PASSED	SPRING 1981 TEST RESULTS
	TESTED IN GRADE 10											
	CHRISTOPH	E%RIGHT	072	067	047	060	080	067	050	064		SPRING 1980 TEST RESULTS
	07/06/65	%RIGHT	072	087	080	075	090	073	070	078	PASSED	SPRING 1981 TEST RESULTS
	TESTED IN GRADE 10											
	NINA	T%RIGHT										SPRING 1980 TEST RESULTS
	11/20/65	%RIGHT	064	077	093	065	070	067	050	070	PASSED	SPRING 1981 TEST RESULTS
	TESTED IN GRADE 10											
	PAMELA	M%RIGHT	056	057	060	050	070	033	040	053		SPRING 1980 TEST RESULTS
	06/15/65	%RIGHT	064	077	073	045	080	047	020	061	FAILED	SPRING 1981 TEST RESULTS
	TESTED IN GRADE 10											

SUBTESTS: CON-CONSUMERISM COM-COMMUNITY MED-MEDICAL HOM-HOME EMP-EMPLOYMENT GOV-GOVERNMENT INF-INFORMATION SOURCES

814-54

Sample

dallas independent school district

Basic Objectives Assessment Test

STUDENT CUMULATIVE RECORD LABELS

SCHOOL: HIGH SCHOOL
TEACHER: SORT BY GRADE

PAGE: 17
TEA NO.: 0
GRADE LEVEL: 09
DATE TESTED: 05/8

BOAT	CON	COM	MED	HOME	EMP	GOV	INF	TOTAL
PERCENT CORRECT	92	90	93	100	100	100	80	94

THIS STUDENT HAS PASSED THE BOAT

STUDENT NAME
ID NUMBER
GRADE LEVEL
BOAT LB NUMBER

DATE TESTED 05/14/81
BIRTH DATE

68

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STUDENT'S REPORT OF BOAT SCORES PAGE

TEA NO: 034 DATE TESTED:
SCHOOL: ARTS MAGNET HIGH SCHOOL TEACHER: GEORGE

NAME: CHRISTI
ID:
GRADE: 09

This is a record of your scores for the Basic Objectives Assessment Test (BOAT). The scores are the percentage of items that you answered correctly in each section of the test and the total test. An explanantion of the test sections may be found on the bottom of this report.

Sample

PERCENTAGE OF ITEMS CORRECT

Consumerism	Community	Medical	Home	Employment	Government	Information Sources	Total Test
100 %	87 %	100 %	95 %	100 %	80 %	80 %	92 %

TO PASS THE TEST YOU NEED A SCORE OF 70% FOR THE TOTAL TEST.

YOU HAVE PASSED THE BOAT.

The BOAT measures skills and knowledge that are needed in everyday life.

The seven subsections of the BOAT are:

1. CONSUMERISM: to exchange money for goods and services of an appropriate quality and usefulness.
2. COMMUNITY: to use to advantage the services and systems of a municipality.
3. MEDICAL: to care for the health of one's family and self.
4. HOME: to establish the comfort, safety and security of one's residence.
5. EMPLOYMENT: to be able to obtain and hold an appropriate level of employment.
6. GOVERNMENT: to deal effectively with the requirements and regulations imposed by government agencies.
7. INFORMATION SERVICES: to identify, obtain and use to advantage information available from private and public sources.

CONTACT SYSTEM-WIDE TESTING

LEGEND FOR SCORES: SS=STANDARD SCORES
STAN =NATIONAL STANINE RANK
NPR =NATIONAL PERCENTILE RANK

SYSTEM WIDE TESTING PROGRAM

CLASS LISTING OF STUDENT SCORES

TESTS OF ACHIEVEMENT AND PROFICIENCY
1981-82 ENROLLMENT

SWTTAP/RETS321
PROCESSING DATE 04/26/82

SCHOOL: W.H. ADAMSON HIGH SC
TEACHER:
SOC.SEC.NO.:

GRADE LEVEL:
DATE TESTED: 04/82
SCHOOL T.E.A.: 002

ID NUMBER	STUDENT NAME	SCORES REPORTED	READ. COMP.	MATH	WRITE EXPR.	USE SOURCE	S.S.	SCI.		BATT COMP
	WILLIE J	SS	138	132	164	141	153	151		146
	07/17/67 LEVEL 15	STAN	2	2	5	3	3	3		3
	TESTED IN GRADE 09	NPR	10	4	40	12	19	17		13
	PAUL L	SS	147	136	122	152	131	135		137
	12/24/66 LEVEL 15	STAN	3	2	2	3	2	2		2
	TESTED IN GRADE 09	NPR	16	5	6	22	4	6		6
	GARY A	SS	140	165	159	141	156	154		152
	06/15/66 LEVEL 15	STAN	3	4	4	3	3	3		3
	TESTED IN GRADE 09	NPR	11	36	34	12	22	20		19
	JACQUELYN I	SS	169	194	177	204	173	166		180
	07/27/67 LEVEL 15	STAN	5	7	5	7	5	4		5
	TESTED IN GRADE 09	NPR	42	81	56	82	46	36		59
	MARGO R	SS	151	143	158	150	147	126		146
	05/01/67 LEVEL 15	STAN	3	2	4	3	3	1		3
	TESTED IN GRADE 09	NPR	20	10	30	20	13	3		13

SUBTESTS: READ.COMP.= READING COMPREHENSION
MATH = MATHEMATICS
WRITE EXPR.= WRITTEN EXPRESSION
USE SOURCE = USING INFO SOURCES
S.S.= SOCIAL STUDIES
SCI.= SCIENCE
BATT.COMP.= COMPOSITE SCORE

814-56

IPCL01 (04/81)

71

Sample

dallas independent school district

Labels may be removed from backing by lifting at either end

Tests of Achievement and Proficiency

STUDENT CUMULATIVE RECORD LABELS

SCHOOL:
TEACHER:

PAGE: 9

TEA NO.:
GRADE LEVEL:
DATE TESTED: 04/82

TAP			SCORE	READ	MATH	W EXP	S INFO	SS	SCI	COMP
GRADE	FORM	LEVEL	NATL %ILE	93	97	97	89	96	89	96
11	T	17	LC %ILE	94	98	98	93	97	93	97

STUDENT NAME
ID NUMBER
BIRTH DATE 09/04/64
DATE TESTED 04/13/81
TAFLB (06/81)

72

STUDENT'S REPORT OF SCORES REPORTE DE PUNTAJE DEL ESTUDIANTE
TEST OF ACHIEVEMENT AND PROFICIENCY

STUDENT NAME :
ID NUMBER :
BIRTH DATE : 09/23/64
TESTED IN GRADE : 09
TESTED AT LEVEL : 15

Sample

TEA NUMBER : 037
SCHOOL NAME : HUMAN SERVICES
CURRENT GRADE : 10
TEACHER NAME : 000
DATE TESTED : 04/22/80

SUBTEST NAME	National Percentile	BELOW AVERAGE low	BELOW AVERAGE middle	BELOW AVERAGE high	AVERAGE low	AVERAGE middle	AVERAGE high	ABOVE AVERAGE low	ABOVE AVERAGE middle	ABOVE AVERAGE high
READING	60						*			
MATHEMATICS	46					*				
WRITTEN EXPRESSION	50					*				
SOURCES OF INFORMATION	58					*				
SOCIAL STUDIES	32				*					
SCIENCE	45					*				
COMPOSITE	50					*				

This is a record of the above named student's scores for the Tests of Achievement and Proficiency (TAP).

The scores are given as percentiles. A percentile rank of 70 means that a student scored better than 70 percent of students across the nation. Percentiles are given for each subtest and for the total test.

Each score is graphed on the chart. The score indicates if performance is Below Average, Average, or Above Average compared to the performance of students across the nation. A score of 70 would indicate high average performance. A missing score indicates that a section of the test was not completed.

Please remember that these test results are just one of the many ways of looking at student progress. Ask the school for other information about individual progress.

Este documento contiene los resultados del examen (Tests of Achievement and Proficiency) que recibio el estudiante nombrado arriba.

Lo siguiente es un ejemplo. El numero 70 significa que el estudiante obtuvo un resultado mejor que el 70 por ciento de los estudiantes en el pais. Se dan los resultados de todas las pruebas y tambien se da el resultado del total.

Cada resultado aparece en el grafico. El grafico indica si el resultado es "Menos que el Promedio" (Below Average), "Promedio" (Average), O "Sobre el Promedio" (Above Average), cuando se lo compara con los puntajes a traves de todo el pais. Por ejemplo, el puntaje de 70 es un puntaje regular porque esta en el grafico bajo la categoria "Promedio" (Average). Si falta un puntaje, eso indica que esa seccion del examen no fue acabada.

Estos resultados son solamente una de varias maneras para observar el progreso del estudiante. Se puede poner en contacto con la escuela para pedir mas informacion sobre el progreso del estudiante.

THE TAP MEASURE ACHIEVEMENT AND PROGRESS IN ACADEMIC SKILLS AREAS. THESE SKILL AREAS OF THE TAP ARE:
El TAP mide el progreso en las habilidades academicas.
Las habilidades de TAP son:

1. READING COMPREHENSION: UNDERSTAND PASSAGES IN A VARIETY OF MATERIALS ENCOUNTERED IN AND OUT OF SCHOOL, INCLUDING ADVERTISEMENT, LABELS, NEWSPAPERS, LITERATURE, SCIENCES, AND SOCIAL STUDIES
   Comprension de leer: Entender los trozos de varias materias en la escuela y fuera de la escuela, tal como los anuncios, los marbetes, los periodicos, la literatura, las ciencias y los estudios de la sociedad.
2. MATHEMATICS: UNDERSTAND MATHEMATICAL PRINCIPLES AND USE BASIC MATHEMATICS IN MANAGING THE QUANTITATIVE ASPECTS OF EVERYDAY LIFE
   Matematica: Entender los principios matematicos y usar las matematicas basicas cuando se usa los aspectos cuantitativos de la vida ordinaria.
3. WRITTEN EXPRESSION: EXPRESS IDEAS IN WRITING, ORGANIZE IDEAS, LETTERS, AND THEMES, AND CORRECTLY USE AND ORDER WORDS AND PUNCTUATION
   Expresion Escrita: Exprimir las ideas por escrito, organizar las ideas, las cartas, y los temas, y usar las palabras y la puntuacion.
4. USING SOURCES OF INFORMATION: INDEPENDENTLY LOCATE AND INTERPRET INFORMATION FROM CHARTS, GRAPHS, TABLES, INDEXES, TABLES OF CONTENTS, MAPS, AND DICTIONARIES
   Usar Recuresos que Contienen Informacion:
   encontrar y interpretar la informacion de los mapas graficos, los indices, las tablas de materias los mapas, y los diccionarios.
5. SOCIAL STUDIES: INDICATE KNOWLEDGE AND SKILLS IN GEOGRAPHY, HISTORY, POLITICAL SCIENCE, AND OTHER SOCIAL SCIENCES
   Estudios de la sociedad: Indicar el conocimiento y las habilidades en la geografia, la historia, la ciencia de la politica, y otras ciencias sociales.
6. SCIENCE: UNDERSTAND SCIENTIFIC CONCEPTS AND TECHNIQUES FROM THE FIELDS OF BIOLOGY, CHEMISTRY, EARTH AND SPACE SCIENCE, AND PHYSICS
   Ciencia: Entender los conceptos cientificos y las tecnicas de la biologia, la quimica, el estudio del mundo y del universo, y las fisica.
7. COMPOSITE: TOTAL SCORE WHICH GIVES A PERCENTILE RANK ON THE COMBINED SUBTESTS.
   Compuesto: Puntaje total que da la clasificacion en percentila los sub-examenes combinados.